

ELA Content Standard C – Languages and Images

LAA Rubric Level 1

Students will demonstrate understanding of how words and images communicate.

Performance Level 1	Performance Level 2	Performance Level 3 <i>Students <u>must read</u> key words and pictures for Performance Indicators 2-6</i>	Performance Level 4 <i>Students <u>must read</u> text for Performance Indicators 2-6</i>	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: C1. Student will use appropriate words, symbols, and/or gestures in various settings. C2. Student can identify rhyming words or identify at least 5 letters (not their sounds). C3. Student demonstrates understanding of one-to-one correspondence by matching two symbols to the objects, people, actions, etc., that they represent...	Portfolio contains evidence that: C1. Student will use appropriate words, symbols, and/or gestures in both formal and informal settings. C2. Student can produce rhyming words (real or nonsense) or identify at least ten letters (not their sounds). C3. Student demonstrates understanding of one-to-one correspondence by matching three to nine symbols to the objects, people, actions, etc., that they represent.	Portfolio contains evidence that: C1. Student will use appropriate words, symbols, and/or gestures in both formal and informal settings. Students will demonstrate/describe that different settings may require either formal or informal uses of English (including alternate forms of communication). C2. Student can, when read a poem and given two options, select the rhyming scheme used and can repeat the rhythm of a rhyme or can give the appropriate sound for at least ten letters. C3. Student can demonstrate understanding about the use of words by matching ten of them to the objects, people, actions, etc., that they represent.	Portfolio contains evidence that: C1. Student will use appropriate words, symbols, and/or gestures in both formal and informal settings. Students will be able to describe/demonstrate why different settings may require either formal or informal uses of English (including alternate forms of communication). C2. Student can, when read a poem, match the rhyming pattern used, produce the rhythm of the rhyme, and can give the appropriate sound for at least fifteen letters. C3. Student can make valid observations about the use of words and visual symbols in varied contexts.	Students will be able to: C1. Distinguish between and make observations about formal and informal uses of English. C2. Recognize characteristic sounds and rhythms of language, including the relationship between sounds and letters. C3. Make valid observations about the use of words and visual symbols.

ELA Content Standard C – Language and Images**LAA Rubric Level 2***Students will demonstrate understanding of how words and images communicate.*

Performance Level 1 <i>Reading Format Level 2 or above*</i>	Performance Level 2 <i>Reading Format Level 2 or above*</i>	Performance Level 3 <i>Reading Format Level 3 or above*</i>	Performance Level 4 <i>Reading Format Level 4*</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>C1. Student uses appropriate language in the classroom setting.</p> <p>C2. Given a list of conversational characteristics/rules, student can match an appropriate social context to them.</p> <p>C3. Student uses nonverbal cues in structured settings.</p> <p>C4. Student can demonstrate understanding of graphic symbols by responding appropriately to them in two real-life situations.</p> <p>C5. Student can make observations about one language other than English.</p> <p>C6. Student can identify different ways language is used.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student uses appropriate language in various personal/school situations and settings.</p> <p>C2. Student can, before entering a social context, identify the characteristics/rules of conversation appropriate to that context.</p> <p>C3. Student can identify nonverbal cues when used in structured situations.</p> <p>C4. Student can demonstrate understanding of graphic symbols by responding appropriately to them in three or more real-life situations.</p> <p>C5. Student can investigate the languages of another cultures and compare/contrast one to English in one way.</p> <p>C6. Student can recognize when an idiom is being used and not take it literally.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can identify how language use varies according to personal situations and settings (e.g., school, home, and community).</p> <p>C2. Student can identify the social context of a given conversation and its effect on how language is used.</p> <p>C3. Student can demonstrate specific nonverbal cues and identify how each might be used in a conversation.</p> <p>C4. Student can make accurate observations about the use of language and/or graphic symbols encountered in various real-life situations.</p> <p>C5. Student can investigate the languages of other cultures and compare/contrast them to English in two ways.</p> <p>C6. Student can use idioms appropriately (intentionally or unintentionally).</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).</p> <p>C2. Students can identify the social context of conversations and its effect on how language is used in those contexts.</p> <p>C3. Student can identify the use of nonverbal cues in conversations.</p> <p>C4. Student can make accurate observations about the use of language and graphic symbols encountered in various real-life situations.</p> <p>C5. Student can investigate the languages of other cultures and compare/contrast them to English in three or more ways.</p> <p>C6. Student can make observations about specific uses and idioms of language.</p>	<p>Students will be able to:</p> <p>C1. Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).</p> <p>C2. Identify the social context of conversations and its effect on how language is used.</p> <p>C3. Identify the use of nonverbal cues in conversations.</p> <p>C4. Make observations about the use of language and graphic symbols encountered in various real-life situations.</p> <p>C5. Investigate the languages of other cultures and compare/contrast them to English.</p> <p>C6. Make observations about specific uses and idioms of language.</p>

**See definitions of Format Levels in the “Developmental Characteristics of Reading” on page LAA ELA 7.*

ELA Content Standard E – Processes of Writing and Speaking

LAA Rubric Level 1

Students will demonstrate the ability to use the skills and strategies of the writing process.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>E1. Student can identify personal experiences, by pointing, through pictures, or through other means of communication.</p> <p>E2. Student can attend to a story (ex., focus on, look at the reader; focus on, look at pictures from the story).</p> <p>E3. Student can respond appropriately to a given remark or statement.</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can identify personal experiences and a discovery, by pointing, or through other means of communication.</p> <p>E2. Student can respond appropriately (ex., applause, laughter, participation in follow-up discussion, or indication of feelings about story) to stories.</p> <p>E3. Student can respond appropriately to two or more remarks or statements.</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can share two experiences <u>or</u> two discoveries, orally and in writing (or through other means of communication that produce a written product).</p> <p>E2. Student can respond appropriately (indicate reaction to story) to two stories heard or read, orally, in writing, <u>or</u> through other means of communication that produce a written product.</p> <p>E3. Student can respond appropriately to three remarks or statements orally <u>or</u> in writing (or through other means of communication that produce a written product).</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can tell about three or more experiences <u>and</u> two or more discoveries, through two forms of communication, oral and written (or through other means of communication that produce a written product).</p> <p>E2. Student can respond appropriately (indicate reaction to story) to two or more stories through two forms of communication, oral <u>and</u> written (or through another means of communication that produce a written product).</p> <p>E3. Student can respond appropriately to four or more remarks or statements made in varied settings inside and outside of the school environment, orally, in writing (or through other means of communication that produce a written product).</p>	<p>Students will be able to:</p> <p>E1. Tell about experiences and discoveries, both orally and in writing.</p> <p>E2. Respond to stories orally and in writing.</p> <p>E3. Respond to remarks or statements orally and in writing.</p>

ELA Content Standard E – Processes of Writing and Speaking

LAA Rubric Level 2

Students will demonstrate the ability to use the skills and strategies of the writing process.

Performance Level 1 <i>Writing Format Level 2 or above*</i>	Performance Level 2 <i>Writing Format Level 2 or above*</i>	Performance Level 3 <i>Writing Format Level 3 or above*</i>	Performance Level 4 <i>Writing Format Level 4*</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>E1. Student can identify a strength or a weakness in his/her own writing/means of communication.</p> <p>E2. Student can use pre-planning to guide development of a piece (ex., webbing, mind mapping, brainstorming, etc.).</p> <p>E3. Student can use effective language in a piece created through writing or other means of communication.</p> <p>E4. Student can report orally or through other means of communication, a personal experience he/she has had which is similar to the experience of a character read about or viewed.</p> <p>E5. Student can give accurate directions for a task/action involving one step.</p> <p>E6. Student can identify multiple facts gained from a presentation.</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can identify a strength and a weakness in his/her own writing/other means of communication, and seek effective help from others.</p> <p>E2. Student can create a draft for a piece based on pre-planning (ex., webbing, mind mapping, brainstorming, etc.).</p> <p>E3. Student can use planning and drafting to produce a piece that demonstrates effective language use and command of mechanics.</p> <p>E4. Student can report orally or through other means of communication, two different personal experiences he/she has had which are similar to the experiences of characters read about or viewed.</p> <p>E5. Student can give accurate directions for a task/action involving two steps.</p> <p>E6. Student can identify multiple facts gained from a presentation and identify a central concept to which they are related.</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can identify strengths or weaknesses in his/her own writing/or written product produced through another means of communication, and seek effective help from others.</p> <p>E2. Student can edit his/her first draft.</p> <p>E3. Student can use planning and drafting to produce, on-demand, an organized written product that demonstrates effective language use, voice and command of mechanics.</p> <p>E4. Student can report or summarize orally (or through other means of communication), two personal discoveries he/she has made as a result of reading and/or viewing.</p> <p>E5. Student can give accurate directions for a task/action involving three steps.</p> <p>E6. Student can identify three or more concepts that were part of a presentation.</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can identify strengths and weaknesses in his/her own writing or written product produced through another means of communication, and seek effective help from others.</p> <p>E2. Student can improve his/her finished product by revising content from draft to final piece.</p> <p>E3. Student can use planning, drafting, and revising to produce, on-demand, a well-developed, organized written product that demonstrates effective language use, voice, and command of mechanics.</p> <p>E4. Student can report and summarize orally or through other means of communication, three or more personal discoveries he/she has made as a result of reading and/or viewing.</p> <p>E5. Student can give accurate directions for a task/action involving four or more steps.</p> <p>E6. Student can summarize central concepts from presentations.</p>	<p>Students will be able to:</p> <p>E1. Identify strengths and weaknesses in their own writing and seek effective help from others.</p> <p>E2. Improve their finished product by revising content from draft to final piece.</p> <p>E3. Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.</p> <p>E4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.</p> <p>E5. Give accurate directions.</p> <p>E6. Summarize central concepts from oral presentations.</p>

**See definitions of Format Levels in the “Developmental Characteristics of Writing” on page LAA ELA 8.*

ELA Content Standard H – Research-Related Writing and Speaking**LAA Rubric Level 1**

Students will work, write, and speak effectively when doing research in all content areas.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: H1. When presented with a question, student can select an appropriate answer from two options provided. H2. Student can ask a pre-established question in a structured situation. H3. Student can identify information related to his/her life.	Portfolio contains evidence that: H1. When presented with a question, student can identify an appropriate source for the answer. H2. Student can ask appropriate questions in various settings/situations. H3. Student can record <u>or</u> share information related to his/her life.	Portfolio contains evidence that: H1. Student can use a search strategy which involves at least two appropriate and available resources. H2. Student can use pre-established questions to gather information. H3. Student can record <u>or</u> share information gathered about a topic.	Portfolio contains evidence that: H1. Student can develop a search strategy which uses three or more appropriate and available resources. H2. Student can formulate appropriate questions to ask when gathering information. H3. Student can record <u>and</u> share information gathered about a topic.	Students will be able to: H1. Develop a search strategy which uses appropriate and available resources. H2. Formulate questions to ask when gathering information. H3. Record and share information gathered.

ELA Content Standard H- Research-Related Writing and Speaking

LAA Rubric Level 2

Students will work, write, and speak effectively when doing research in all content areas.

Performance Level 1 <i>Writing Format Level 2 or above*</i>	Performance Level 2 <i>Writing Format Level 2 or above*</i>	Performance Level 3 <i>Writing Format Level 3 or above*</i>	Performance Level 4 <i>Writing Format Level 4*</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>H1. Student can ask a series of questions related to a single topic.</p> <p>H2. Student can use a resource (non-print or print) to gather information on a single topic.</p> <p>H3. Student can share information on a single topic.</p> <p>H4. Student can generate a list of facts gathered on a single topic.</p> <p>H5. Student can identify the source(s) of information he/she has gathered on a single topic.</p>	<p>Portfolio contains evidence that:</p> <p>H2. Student can ask a series of questions related to a research topic.</p> <p>H2. Student can use two different resources (non-print or print) to gather information on a single topic.</p> <p>H3. Student can share information obtained from research.</p> <p>H4. Student can make a generalization based on facts gathered.</p> <p>H5. Student can list two or more sources he/she used in doing research, and the author/editor of any print source listed.</p>	<p>Portfolio contains evidence that:</p> <p>H1. Student can ask and seek answers to questions related to a topic.</p> <p>H3. Student can use three different resources (non-print or print) to gather information on a single topic.</p> <p>H3. Student can present information obtained from research in a way that combines two forms of information (e.g., maps, charts, photos).</p> <p>H4. Student can identify two generalizations or interpretations drawn by a person from facts encountered in documents, narratives, or other sources.</p> <p>H5. Student can use an organized form to cite sources.</p>	<p>Portfolio contains evidence that:</p> <p>H1. Student can ask and seek answers to questions related to a research topic.</p> <p>H2. Student can use three or more different resources (non-print and print) to gather information on research topics.</p> <p>H3. Student can present information obtained from research in a way that combines three or more forms of information (e.g., maps, charts, photos).</p> <p>H4. Student can distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.</p> <p>H5. Student can demonstrate initial understanding of how to cite sources: describe/demonstrate the reasons for citations; identify two or more kinds of citations; and list sources and their author/editor as part of any research done.</p>	<p>Students will be able to:</p> <p>H1. Ask and seek answers to questions.</p> <p>H2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.</p> <p>H3. Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).</p> <p>H4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.</p> <p>H5. Demonstrate initial understanding of how to cite sources.</p>

**See definitions of Format Levels in the “Developmental Characteristics of Writing” on page LAA ELA 8.*

Developmental Characteristics of Reading



Format Level K

- clear, simple pictures
- consistent, predictable text, which is matched to the picture
- familiar content, related to life experiences (e.g., balls, animals, routines)
- print language is close match to oral language child uses



Format Level 1

- pictures with more detail, but still related to text
- up to 3 simple sentences per page
- printed material of interest to student
- some books have dialogue and descriptive sentences



Format Level 2

- less picture support, text moves to different places on book
- whole page of text appears – at least half the book
- sentences are more complex, including adjectives, adverbs, simple conjunctions, compound sentences
- text provides more information than pictures
- more reliance on decoding and context clues than picture clues



Format Level 3

- texts with many lines of print
- books organized into chapters (including series books with shared characters, settings, and events)
- harder picture books
- wide variety of genres
- complex sentences, dialogues



Format Level 4

- texts with many lines of print
- wide variety of long and short texts
- wide variety of genres with range of purposes
- complex sentences, dialogues

Developmental Characteristics of Writing



Format Level K

- aware that speech can be written down
- English organized from left to right
- print language is close match to oral language child uses
- combination of letters and words (semi-phonetic spellings with some sounds represented by letters) used as experiments in writing
- attempts familiar forms of writing (ex., lists, letters, stories)
- reads back own writing



Format Level 1

- has a sense of sentence
- uses basic sentence structures
- uses invented spelling by writing the sounds heard in words, and often picks letters having those sounds in their names
- attempts use of punctuation and capitalization
- written thoughts may be random



Format Level 2

- uses some variety of complete sentence structures
- uses combination of conventional spelling (words from K-2 lists) and invented spelling (common patterns are used to spell single syllable words (e.g., "quick" spelled "quice"))
- uses appropriate capitalization at beginning of sentence and for proper nouns
- generally uses appropriate end punctuation
- uses some adjectives
- writing conveys basic ideas
- related multiple sentences to single topic
- uses logical sequence (beginning, middle, and end)



Format Level 3

- uses varied sentence structures
- uses conventional spelling with few errors in frequently used words
- makes no significant errors in capitalization of words at the beginning of sentences, and few significant errors in the capitalization of proper nouns and titles
- uses appropriate end punctuation, and commas in a list
- uses pronouns and adjectives
- begins to organize writing by paragraph
- uses varied test forms to suit purpose



Format Level 4

- uses varied sentence structures
- uses conventional spelling with few errors in frequently used words
- makes no significant errors in capitalization of words at the beginning of sentences, and few significant errors in the capitalization of proper nouns and titles
- uses end punctuation and commas appropriately
- uses descriptive language to clarify, enhance, or develop ideas
- writes topic sentences and includes relevant information to develop a cohesive paragraph
- organizes paragraphs logically
- organizes pieces in a logical sequence with a beginning, middle, and end
- matches writing to purpose and audience
- uses adverbial forms and conjunctions appropriately



ELA Content Standard C- Language and Images**LAA Rubric Level 3**

Students will demonstrate understanding of how words and images communicate.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 3. The student displays limited understanding with judgments that appear superficial and emotional.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 3. The student displays marginal understanding with judgments that are not well supported.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 3. The student displays thoughtful and plausible interpretations of text with judgments that are appropriately supported from text and personal experience.</p> <p>The LAA contains evidence that the student has met the standards for Language and Images at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.2. Understand factors that commonly affect language change and use.3. Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).4. Use knowledge of the fundamental parts of speech when writing and speaking.5. Demonstrate an understanding of the concept of propaganda.

ELA Content Standard C – Language and Images

LAA Rubric Level 4

Students will demonstrate understanding of how words and images communicate.

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Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 4. The student displays limited understanding with judgments that appear superficial and emotional.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 4. The student displays marginal understanding with judgments that are not well supported.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in LAA Rubric Level 4. The student displays thoughtful and plausible interpretations of text with judgments that are appropriately supported from text and personal experience.</p> <p>The LAA contains evidence that the student has met the standards Language and Images at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the relationship among perception, thought, and language. 2. Demonstrate an understanding of how language considerations and representations involving gender affect communication. 3. Compare the ways various social, occupational, and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated. 4. Compare form, meaning, and value of different kinds of symbol systems (e.g., religious symbols, holiday symbols, the symbolism of particular types of architecture) 5. Demonstrate understanding of the history of and changes in the English language by explaining examples. 6. Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English. 7. Demonstrate an understanding of the political implications of different forms of language. 8. Identify propaganda techniques used by writers and speakers.

ELA Content Standard E – Processes of Writing and Speaking**LAA Rubric Level 3**

Students will demonstrate the ability to use the skills and strategies of the writing process.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Processes of Writing and Speaking at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of finished pieces.2. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.

ELA Content Standard E – Processes of Writing and Speaking

LAA Rubric Level 4

Students will demonstrate the ability to use the skills and strategies of the writing process.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for English Language Arts, Content Standard E - Processes of Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Processes of Writing and Speaking at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Ask pertinent questions during writing conferences and when working alone, using knowledge of personal writing strategies, strengths, and weaknesses to improve one's own writing. 2. Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work. 3. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics. 4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.

ELA Content Standard H – Research-Related Writing and Speaking

LAA Rubric Level 3

Students will work, write, and speak effectively when doing research in all content areas.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge skills and strategies related to Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Research-Related Writing and Speaking at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Collect and synthesize data for research topics from interviews and field work, using notetaking and other appropriate strategies. 2. Separate information collected for research topics into major components based on relevant criteria. 3. Create bibliographies. 4. Use available catalogs to locate materials for research reports. 5. Use indexes to periodical literature to locate information for research. 6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics. 7. Use search engines and other Internet resources to collect information for research topics. 8. Make limited but effective use of primary sources when researching topics. 9. Explain the importance of primary sources in evaluating the validity and reliability of collected information. 10. Demonstrate initial understanding of proper attribution (e.g., footnotes).

ELA Content Standard H – Research-Related Writing and Speaking

LAA Rubric Level 4

Students will work, write, and speak effectively when doing research in all content areas.

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this LAA Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills and strategies of Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard H - Research-Related Writing and Speaking, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Research-Related Writing and Speaking at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Develop an appropriate strategy for finding information on a particular topic. 2. Use referencing while doing research. 3. Record significant information from events attended and interviews conducted. 4. Identify and use library information services. 5. Use government publications, in-depth field studies, and almanacs for research. 6. Use CD-ROM, microfiche, and similar resource media for research. 7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes. 8. Use search engines and other Internet resources to do research. 9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors. 10. Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes. 11. Evaluate information for accuracy, currency, and possible bias. 12. Report orally, using a variety of technological resources to present the results of a research project.

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